



New Policies and Strategies Required to Close Education Achievement Gaps

Achievement Gap Summit: Acknowledging the Opportunity Gap with a Focus on African American Males **Michigan Department of Education**

**Eagle Eye Conference Center
East Lansing, MI**

June 5, 2013

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National Goals... for All Segments of U.S. Society?

- The Obama Administration
 - 60 percent degree attainment (B.A. or A.A.)
 - Ages 25-34
 - By 2020
- Lumina Foundation
 - 60 percent degree attainment (B.A. or A.A.)
 - Ages 25-64
 - By 2025

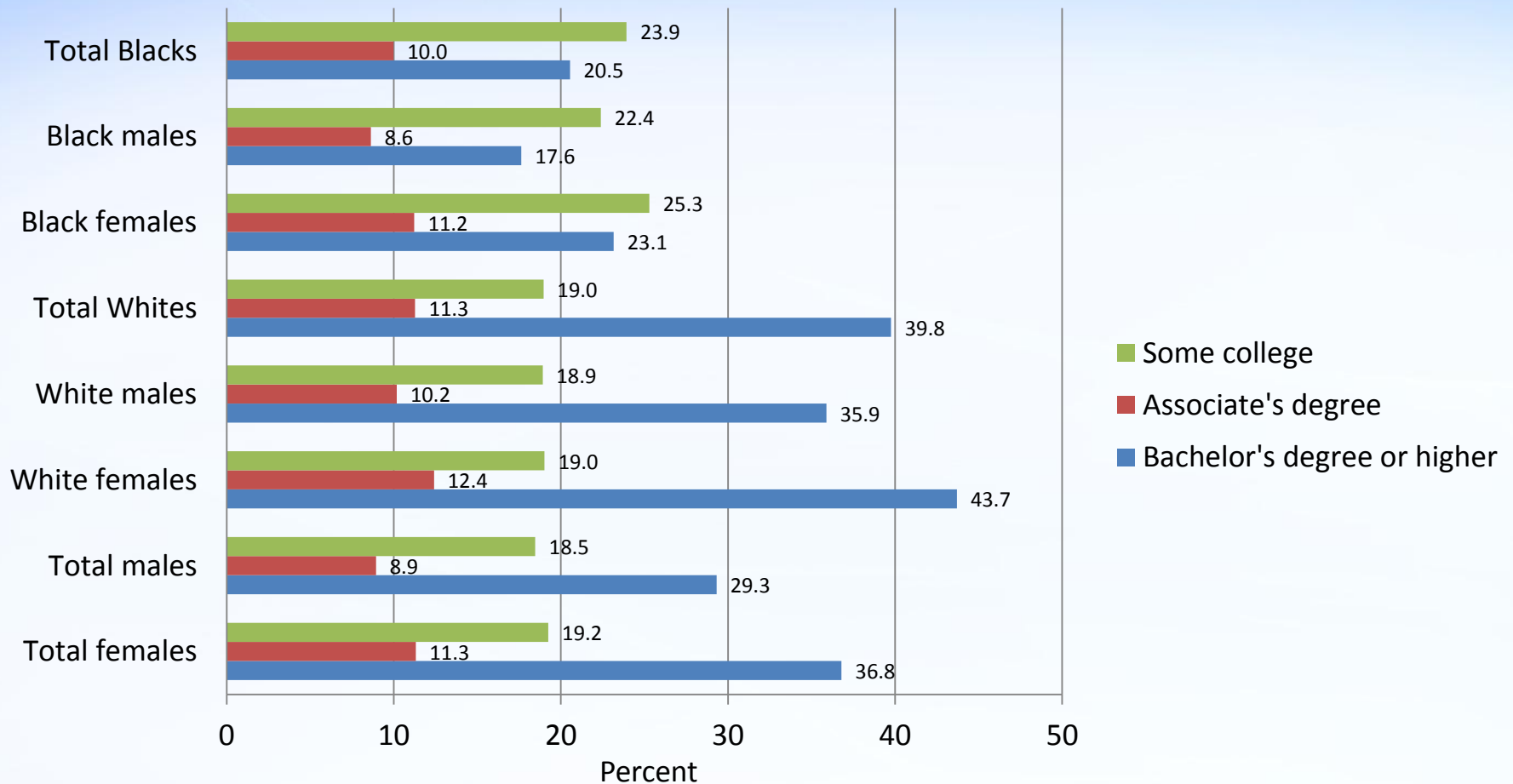
Source: U.S. Department of Education, "New State-by-State College Attainment Numbers Show Progress toward 2020 Goal." Press release, July 2012.

Source: Personal email with Lumina Foundation representative, April 13, 2012.
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Three key aspects of preparation and readiness for college and careers:

- ***Academic*** – standardized test scores, curriculum taken
- ***Financial*** – parent income, financial aid, parent savings
- ***Social*** – student expectations, teacher expectations, parent expectations, teacher quality, parent's education

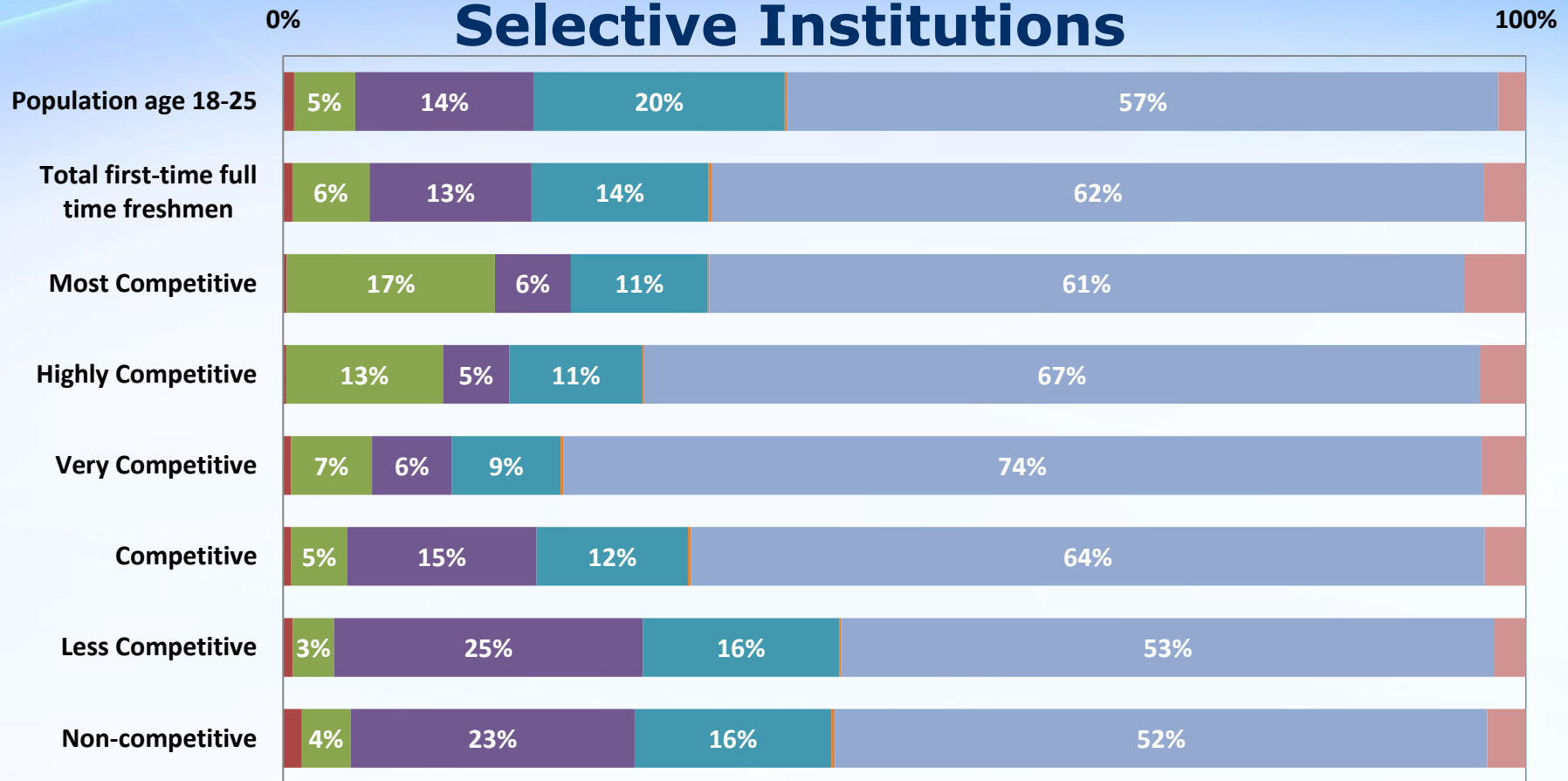
Among 25-34 year-olds, Blacks trail Whites in attainment of B.A. degrees and higher, and only slightly in A.A. degrees. Black male attainment is lower than that of Black females.



Source: U.S. Census Bureau, Current Population Survey, 2011.

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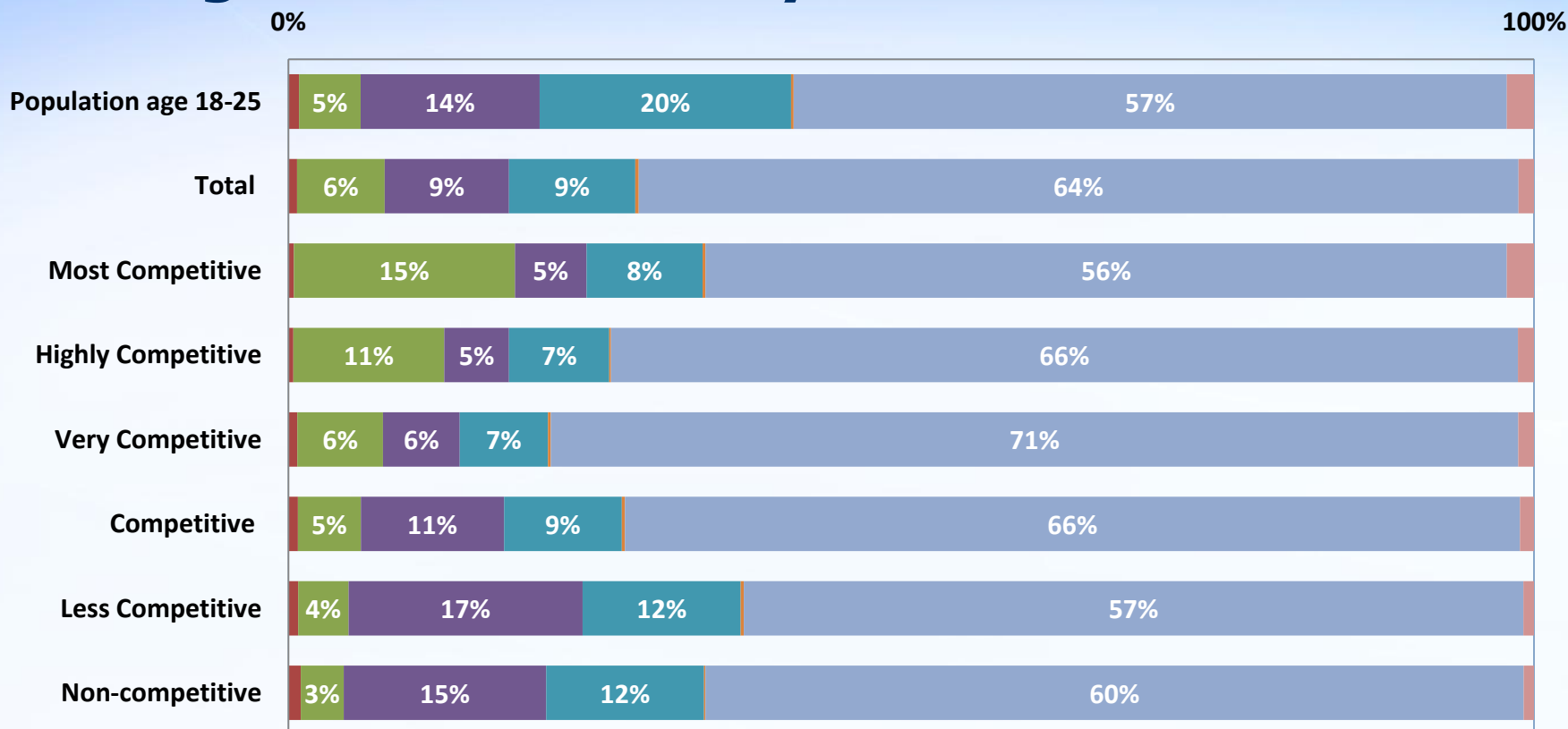
In 2011, African American and Hispanic Students were Underrepresented in Enrollment at Selective Institutions



■ Amer. Indian/ Alaskan Native ■ Asian ■ African American ■ Hispanic ■ Pacific Islanders ■ White ■ Two or more races

Notes: This figure represents student enrollment at institutions ranked by *Barron's Profile of American Colleges 2013* with IPEDS 2011 Fall enrollment data. Includes only Title IV institutions. This table includes 1,407 ranked institutions. Population age 18-24 is adapted from Digest of Education Statistics : 2011, Table 21. The Total excludes race/ethnicity unknown and nonresident alien.

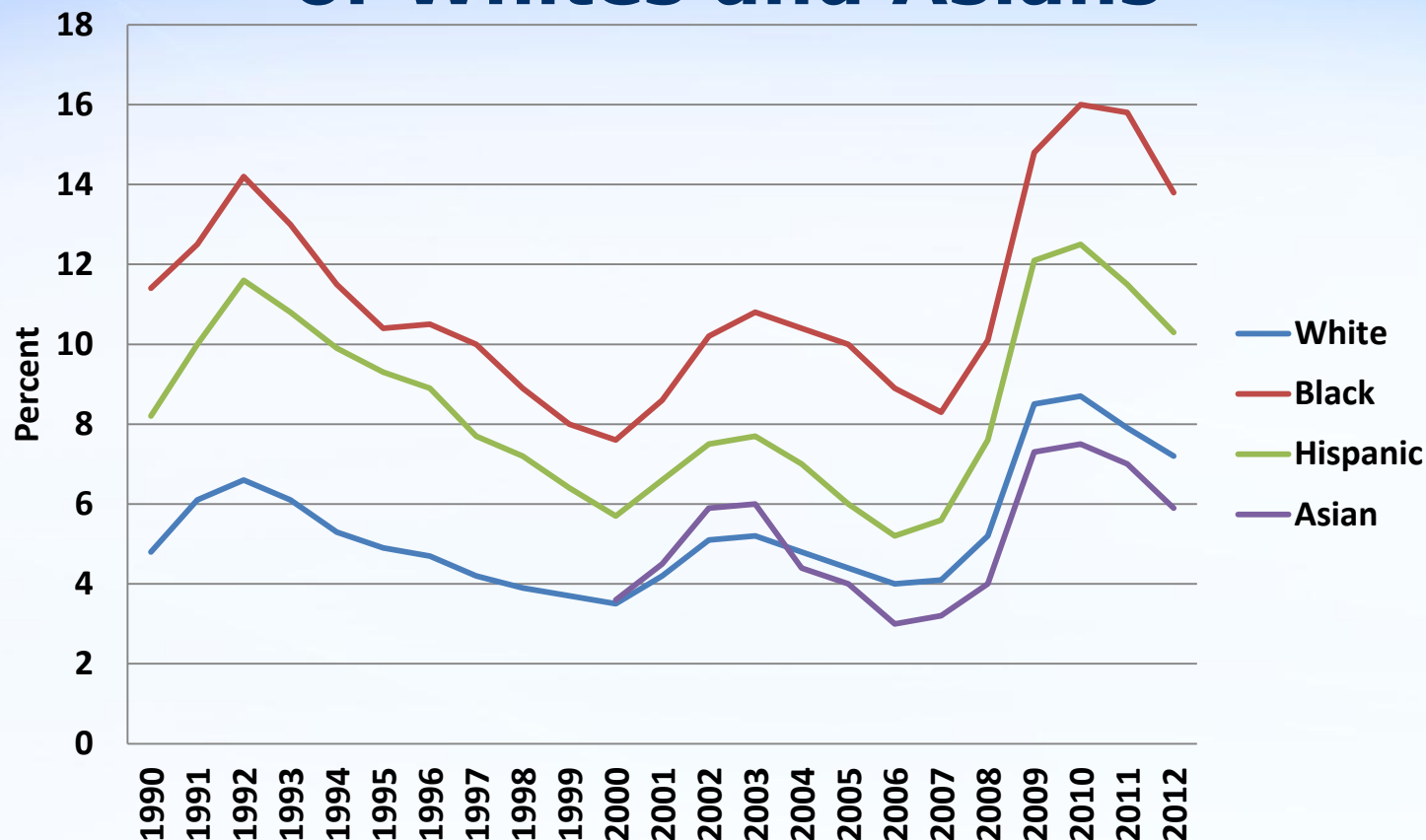
In 2011, African American and Hispanic Students were Underrepresented in B.A. Degrees Conferred by Selective Institutions



■ Amer. Indian/ Alaskan Native ■ Asian ■ African American ■ Hispanic ■ Pacific Islanders ■ White ■ Two or more races

Notes: This figure represents degrees conferred by selectivity at institutions ranked by Barron's Profile of American Colleges 2013 with IPEDS completion file. Includes only Title IV institutions. This table includes 1,406 ranked institutions. Population age 18-24 is adapted from Digest of Education Statistics : 2011, Table 21. The Total excludes race/ethnicity unknown and nonresident alien.

Black and Hispanic Unemployment in the U.S. is Persistently Higher than that of Whites and Asians



Source: Bureau of Labor Statistics, Current Population Survey.

The annual degree production of Black males needs to increase by 239 percent to reach 60 percent attainment among 25-34 year-olds in 2020

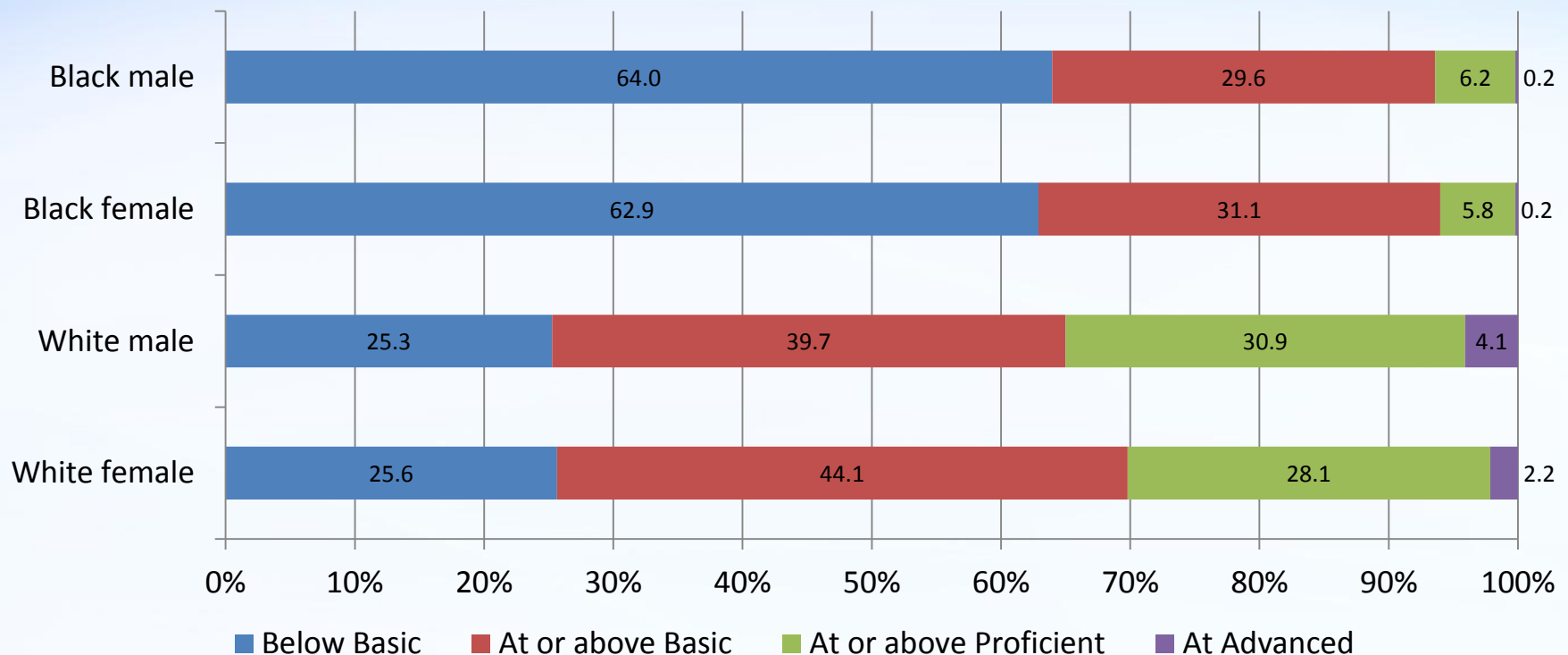
	Total Associate's and Bachelor's Degrees in the Population, 2011	Number of Additional Degrees Needed to Reach 60 Percent Attainment in 2020	Projected Average Number of Degrees Produced Each Year	Annual Degree Production Needed to Reach 60 Percent Attainment in 2020	Percent Increase in Annual Degree Production Needed Over Projected Production
U.S. Population	16,682,244	8,998,934	1,279,080	2,278,961	78%
Whites	11,396,669	3,291,044	836,672	1,202,344	44%
Males	5,110,660	2,333,117	392,939	652,174	66%
Females	6,286,009	957,927	443,733	550,170	24%
Blacks	1,474,425	2,116,334	135,197	370,345	174%
Males	572,463	1,229,090	57,045	193,611	239%
Females	901,962	887,244	78,152	176,734	126%

Note: Table is based on 2011 data from the American Community Survey, the most recent ACS data available. Degrees needed per year are calculated beginning in 2011.

Source: U.S. Census Bureau, American Community Survey, Public Use Micro Data Sample 2011, [Data Ferrett], calculations done by authors.

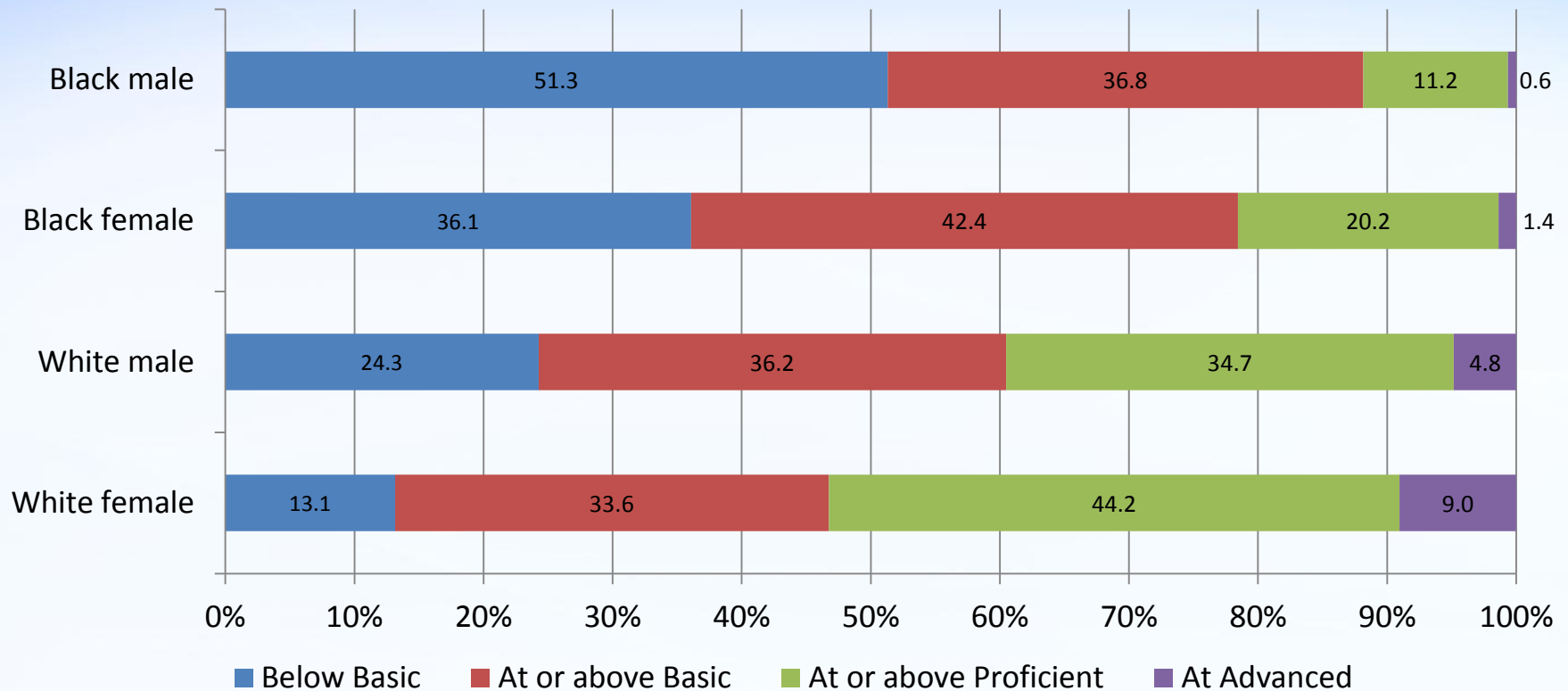
ACADEMIC INDICATORS OF PREPARATION

Among 12th graders, less than 7% of Blacks scored At or Above Proficient in math on NAEP, compared with about 32% of Whites



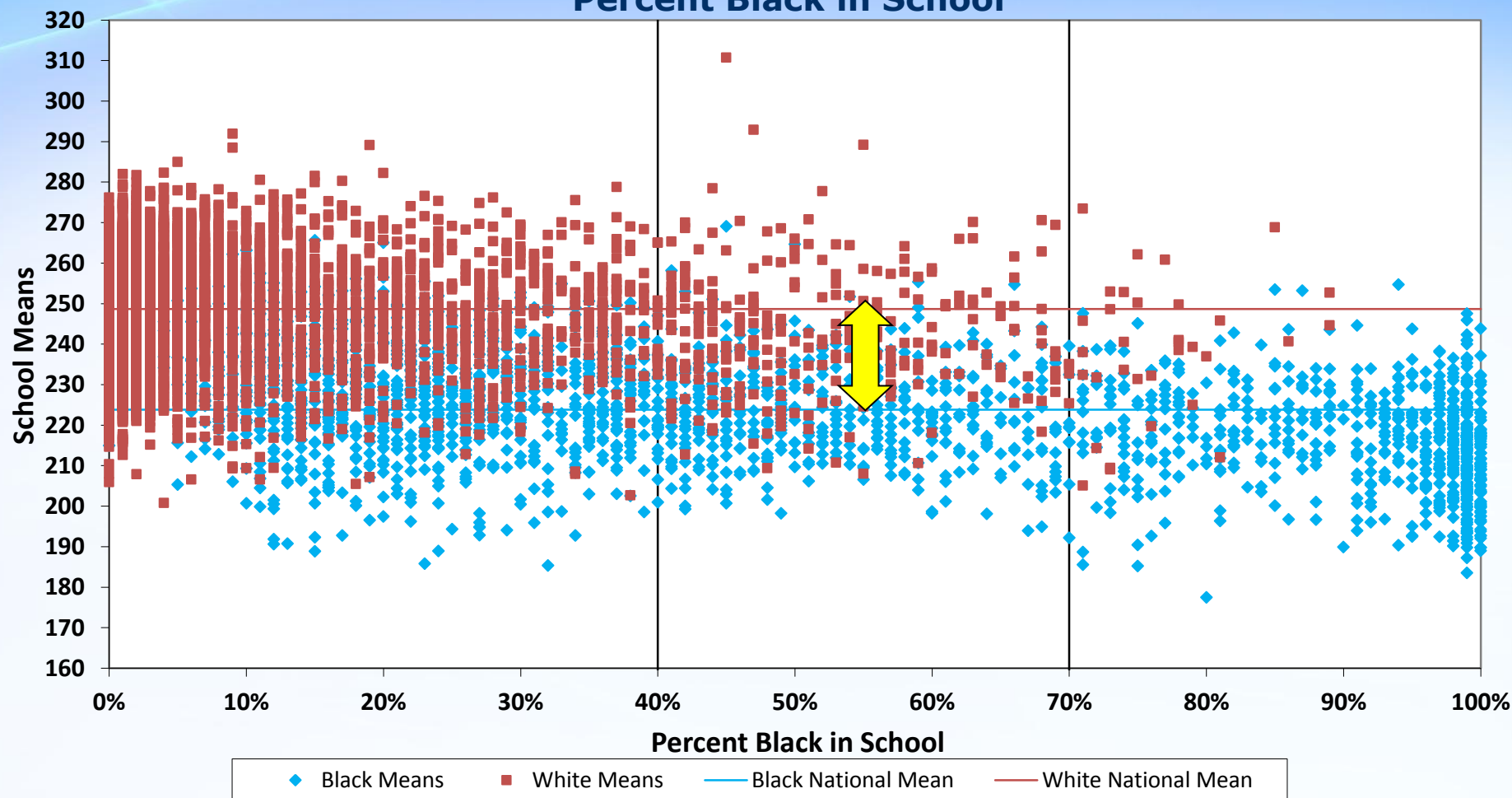
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Among male 12th graders, less than 12% of Blacks scored At or Above Proficient in reading on NAEP, compared with about 39% of Whites



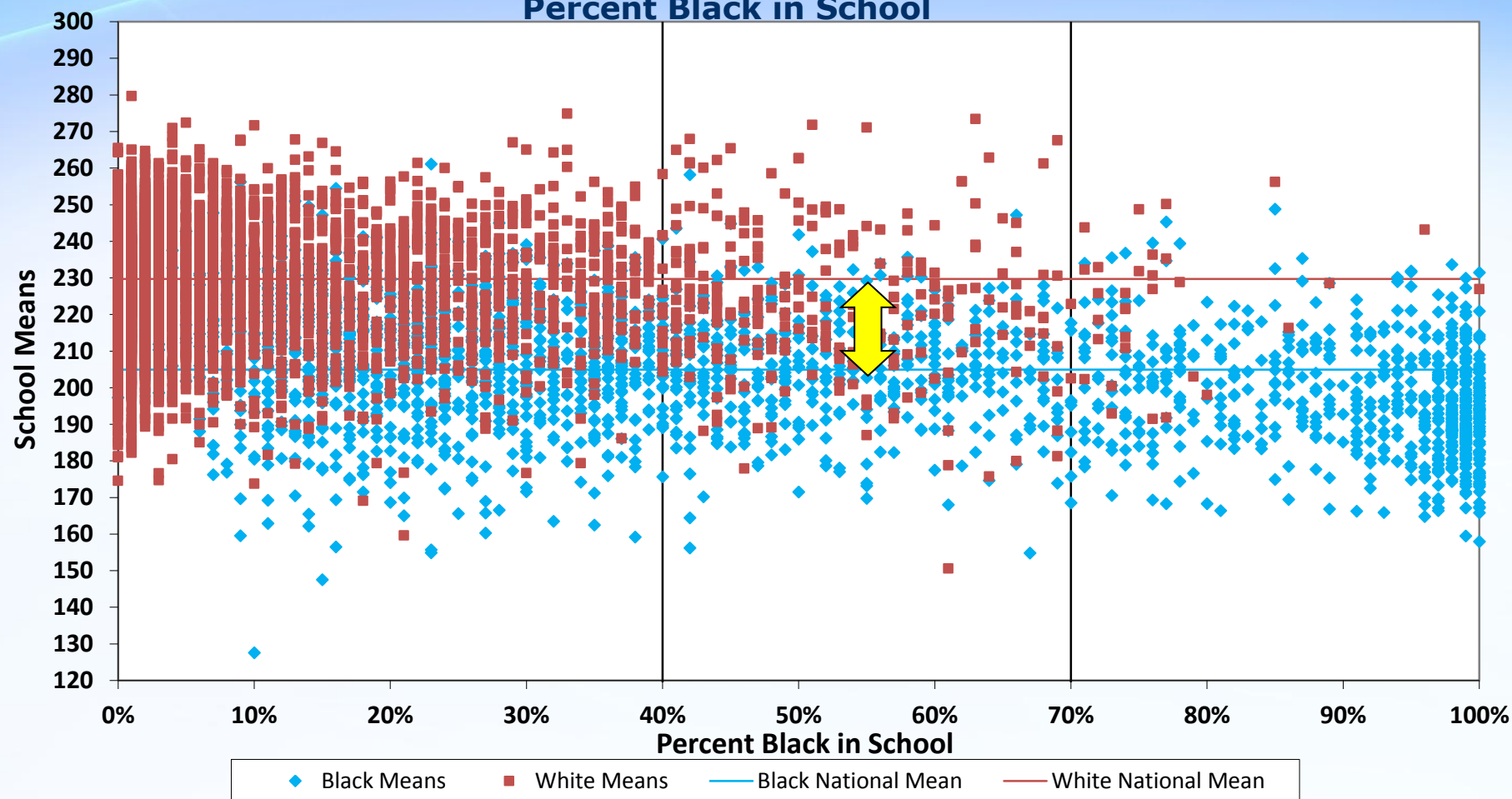
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2011 Grade 4 Math Assessment: Average within-school Scale Scores for Black and White Students in Public Schools, by Percent Black in School



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

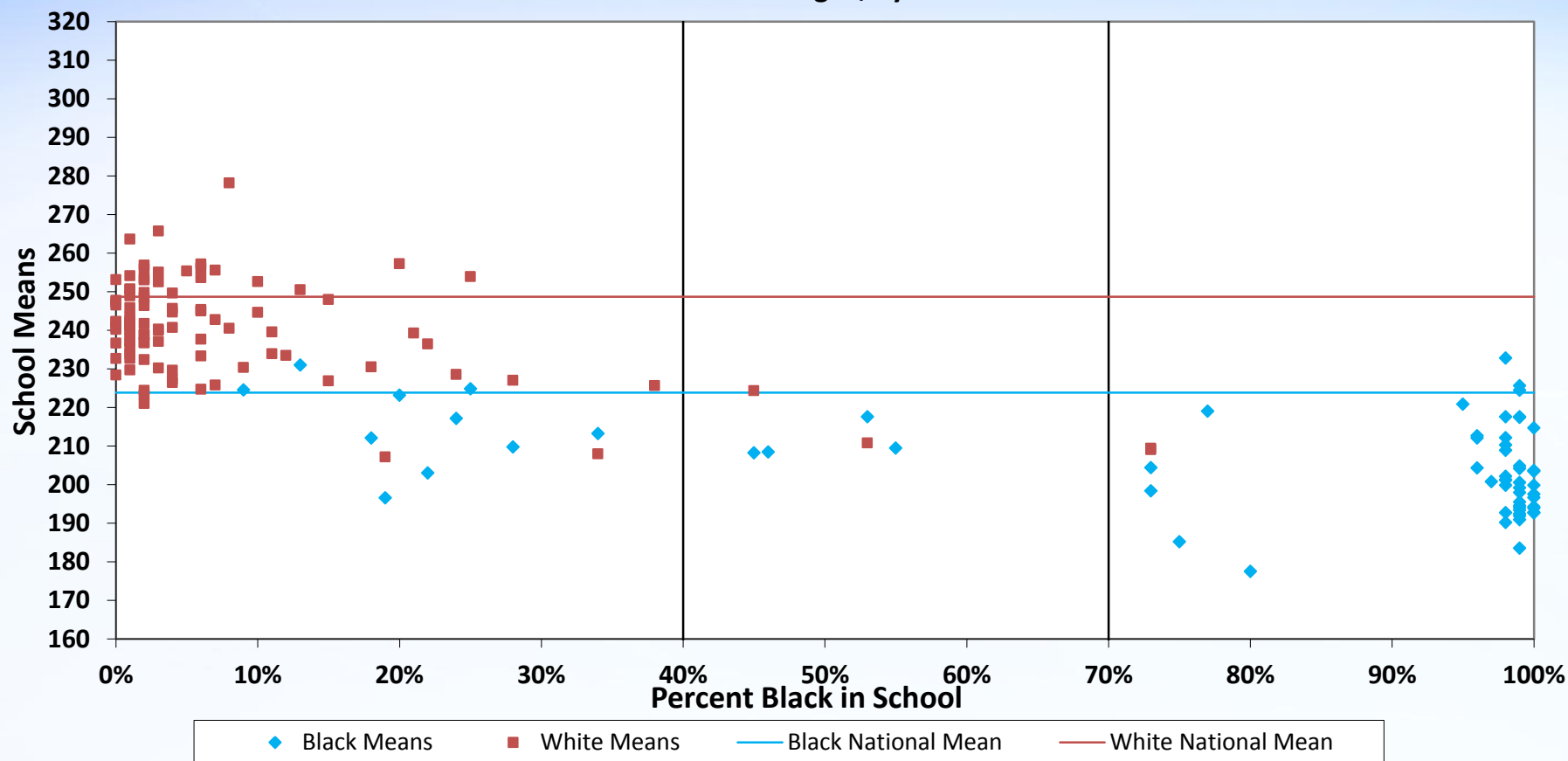
NAEP 2011 Grade 4 Reading Assessment: Average within-school Scale Scores for Black and White Students in Public Schools, by Percent Black in School



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Black students' NAEP math scores decline as the percentage of Black students in schools increases in MI

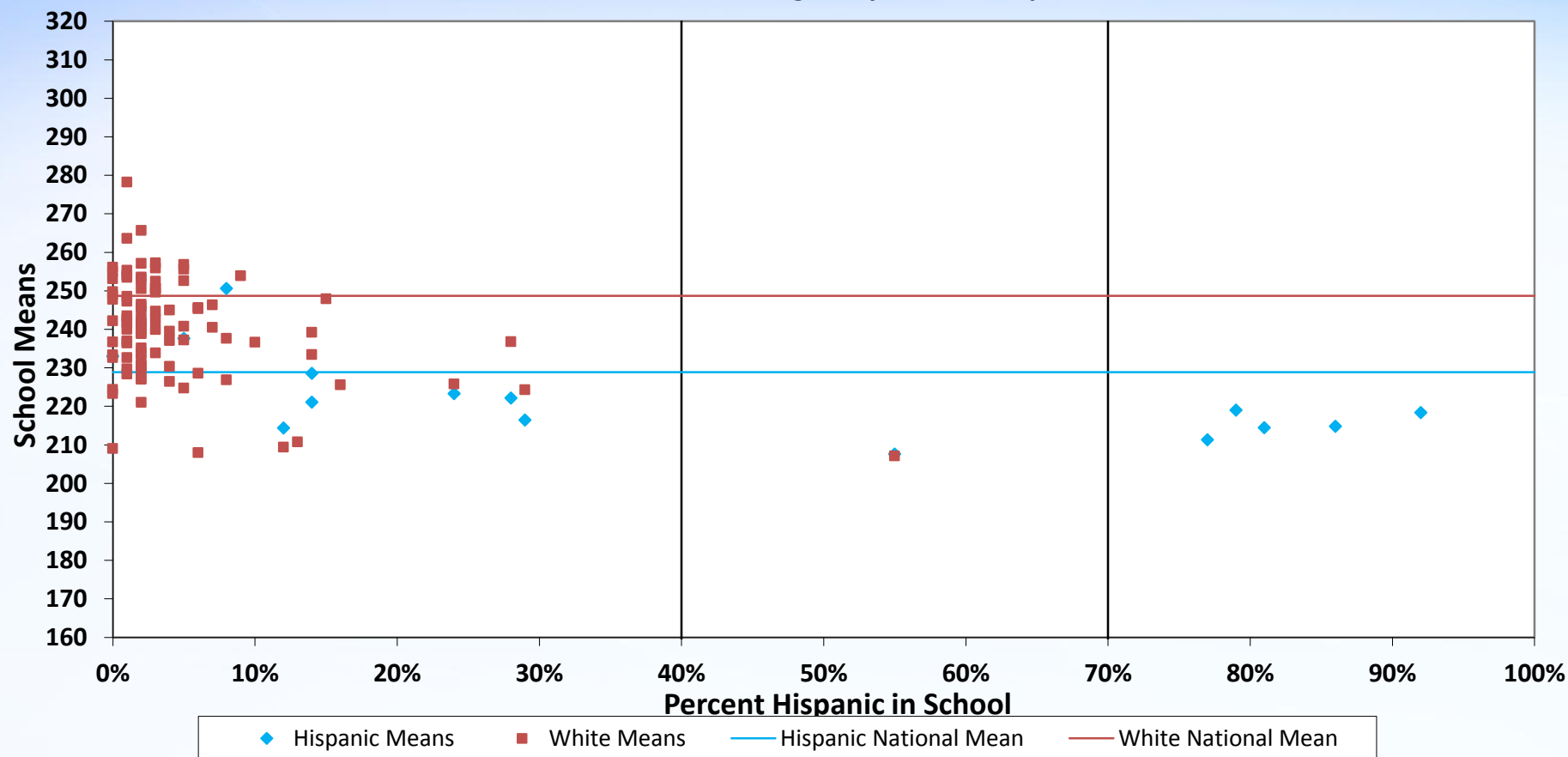
NAEP 2011 Grade 4 Math Assessment: Average within-school Scale Scores for Black and White Students in Public Schools in Michigan, by Percent Black in School



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Hispanic students' NAEP math scores decline as the percentage of Hispanic students in schools increases in MI

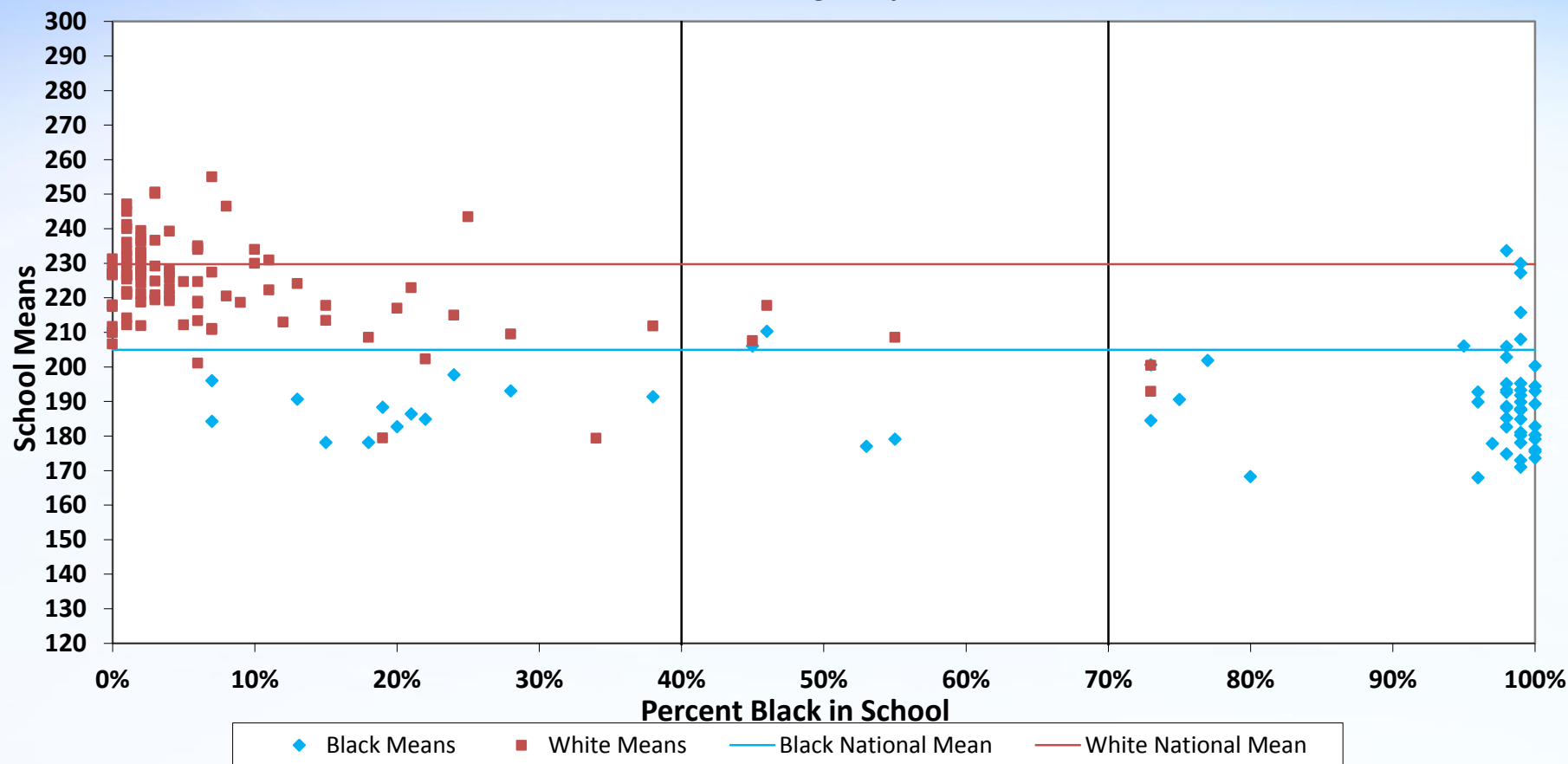
NAEP 2011 Grade 4 Math Assessment: Average within-school Scale Scores for Hispanic and White Students in Public Schools in Michigan, by Percent Hispanic in School



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Black students' NAEP reading scores decline as the percentage of Black students in schools increases in MI

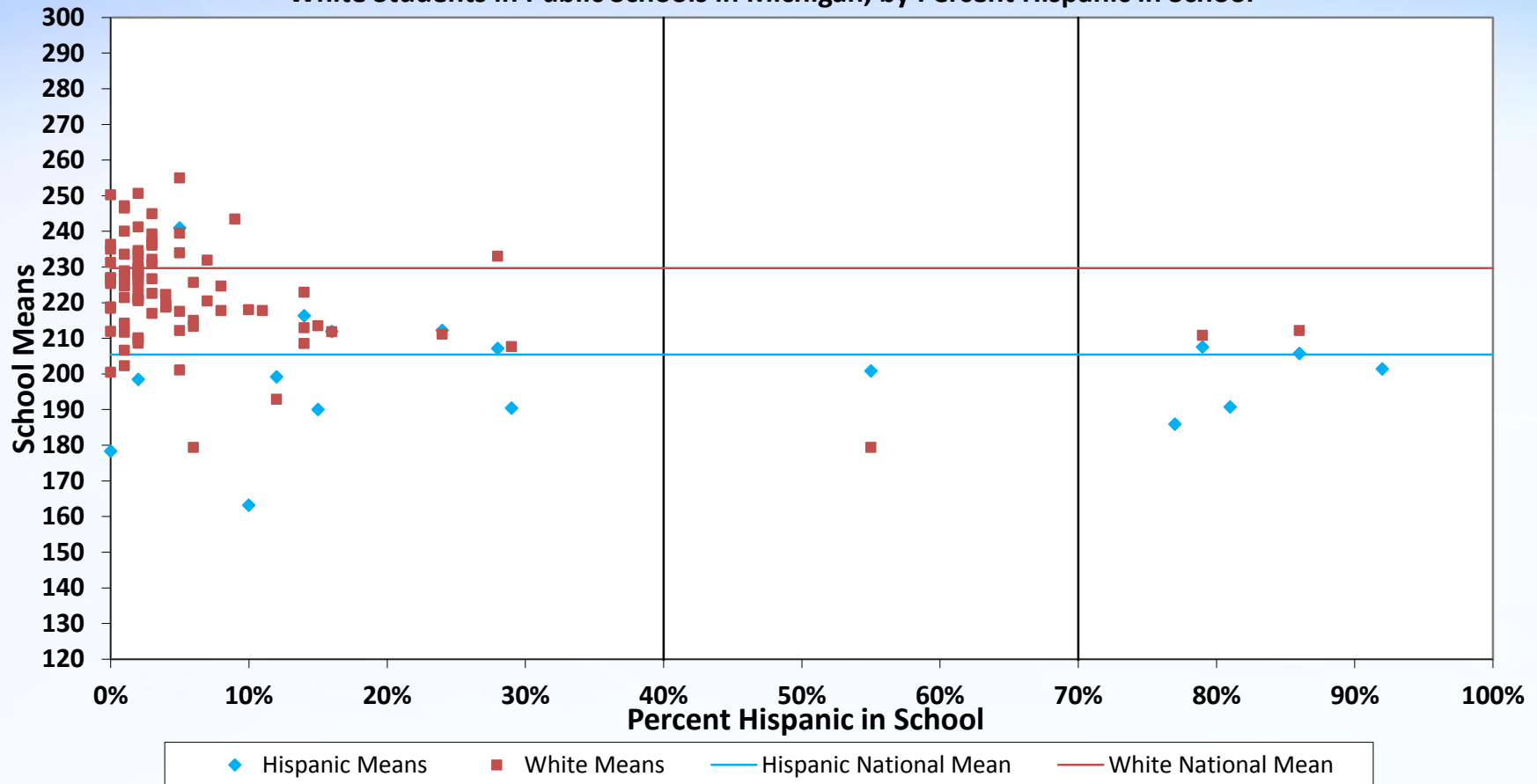
NAEP 2011 Grade 4 Reading Assessment: Average within-school Scale Scores for Black and White Students in Public Schools in Michigan, by Percent Black in School



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

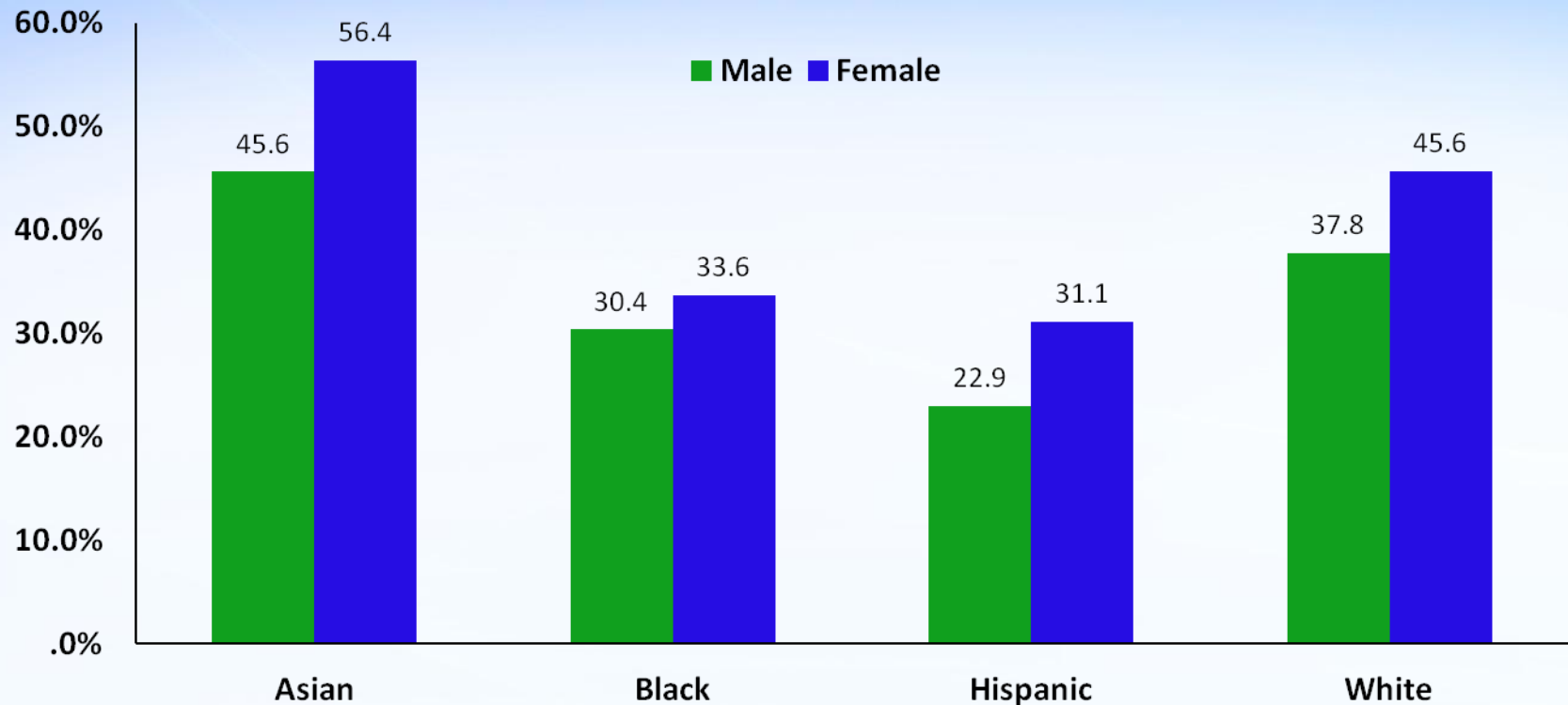
Hispanic students' NAEP reading scores slightly decline as the percentage of Hispanic students in schools increases in MI

NAEP 2011 Grade 4 Reading Assessment: Average within-school Scale Scores for Hispanic and White Students in Public Schools in Michigan, by Percent Hispanic in School



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

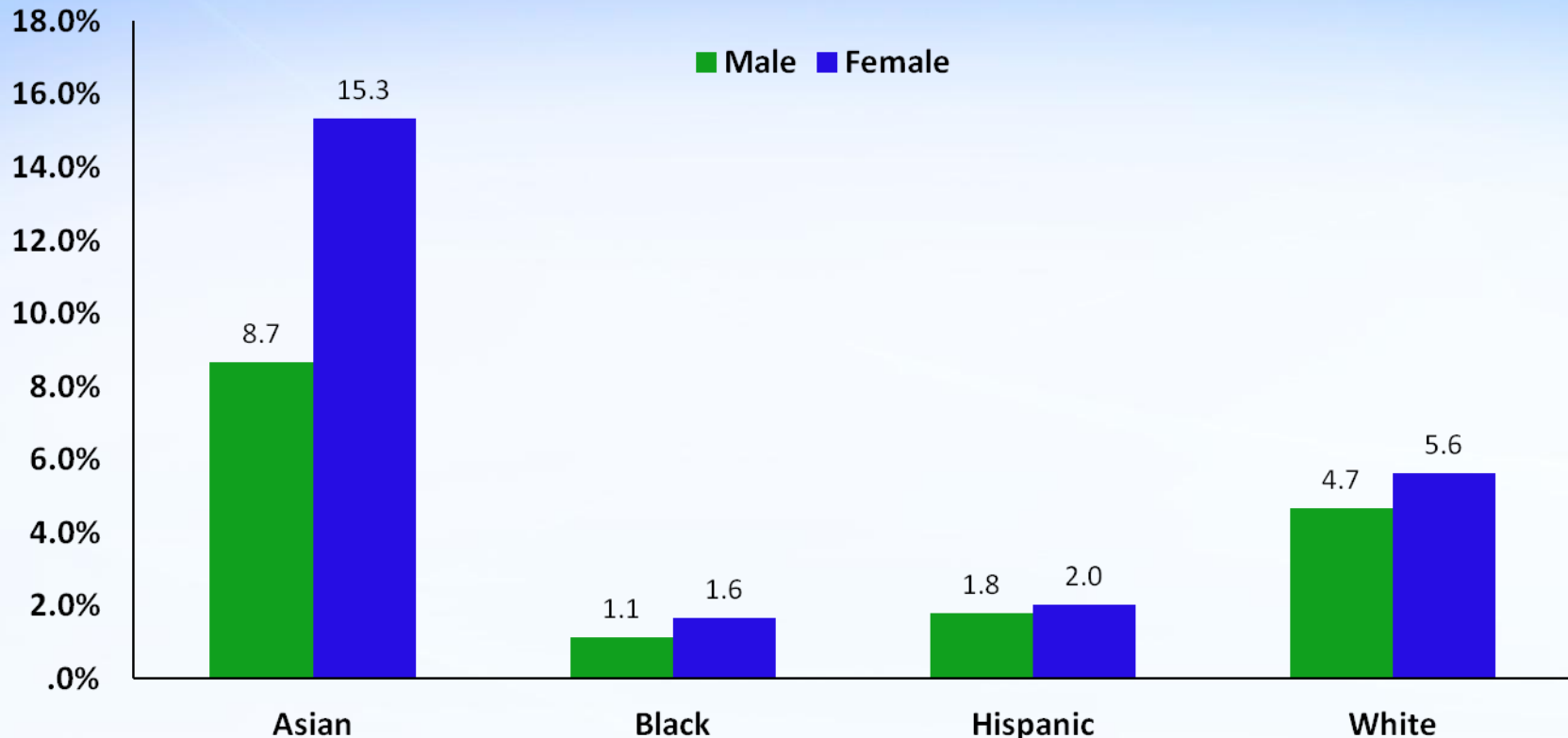
Among high school graduates in 2004, the percent of Black males who met minimum curriculum requirements was lower than Whites and Asians, and Hispanics were even further behind



Notes: Minimum Preparation Curriculum requirements include: (1) Four credits in English; (2) Three credits in Mathematics; (3) Three credits in Science; (4) Three credits in Social Sciences and (5) Two credits in foreign language.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Educational Longitudinal Survey, 2002 Base Year Survey, 2004 first follow-up survey and 2006 second follow-up survey.

Among high school graduates in 2004, the proportion of Black males who met advanced curriculum requirements was lower than any other race/ethnic group

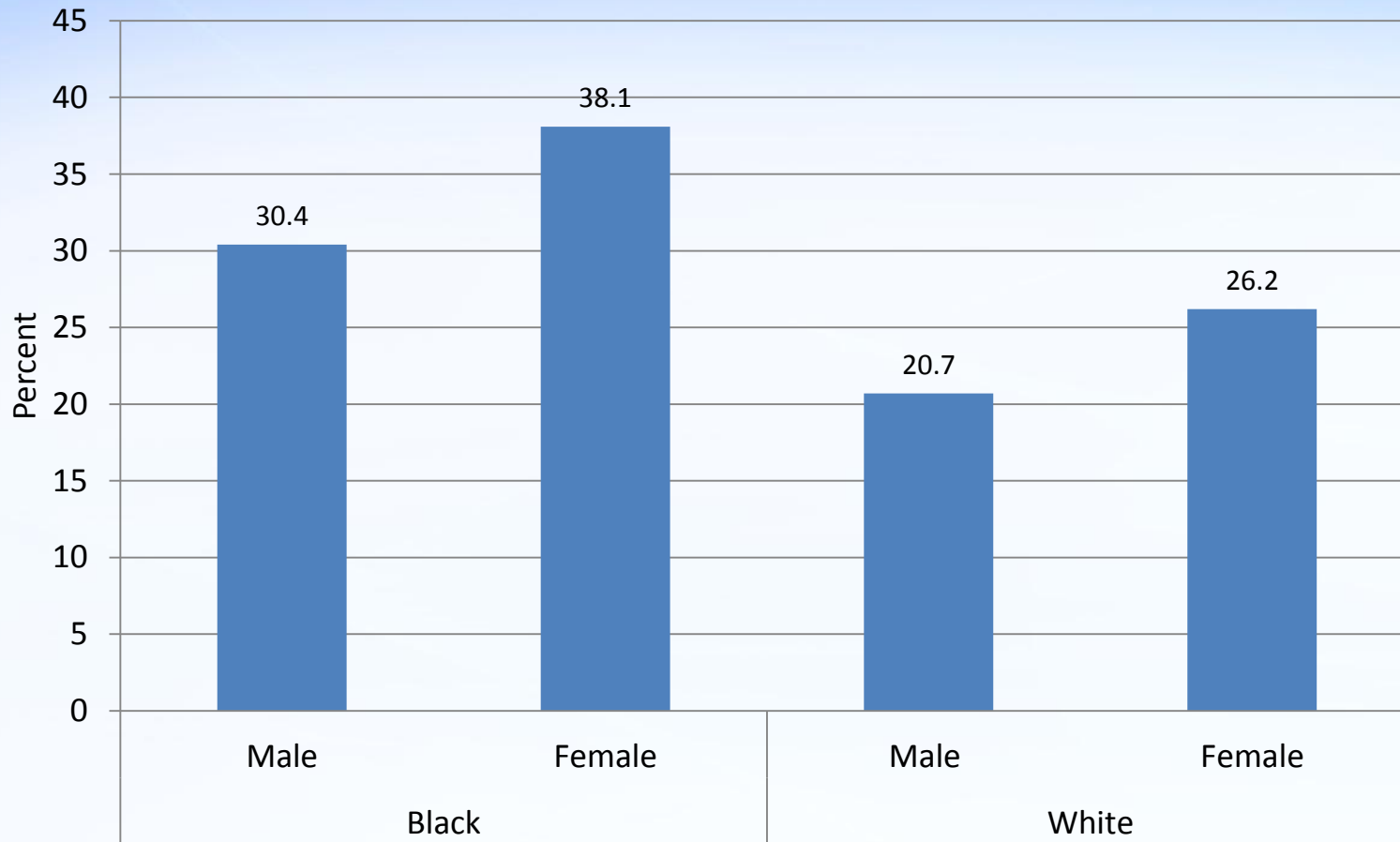


Notes: Advanced Preparation Curriculum requirements include: (1) Four credits in English; (2) Four credits in Mathematics; (3) Four credits in Science; (4) Four credits in Social Sciences, (5) Three credits in foreign language and (6) One credits in AP/IB.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Educational Longitudinal Survey, 2002 Base Year Survey, 2004 first follow-up survey and 2006 second follow-up survey.

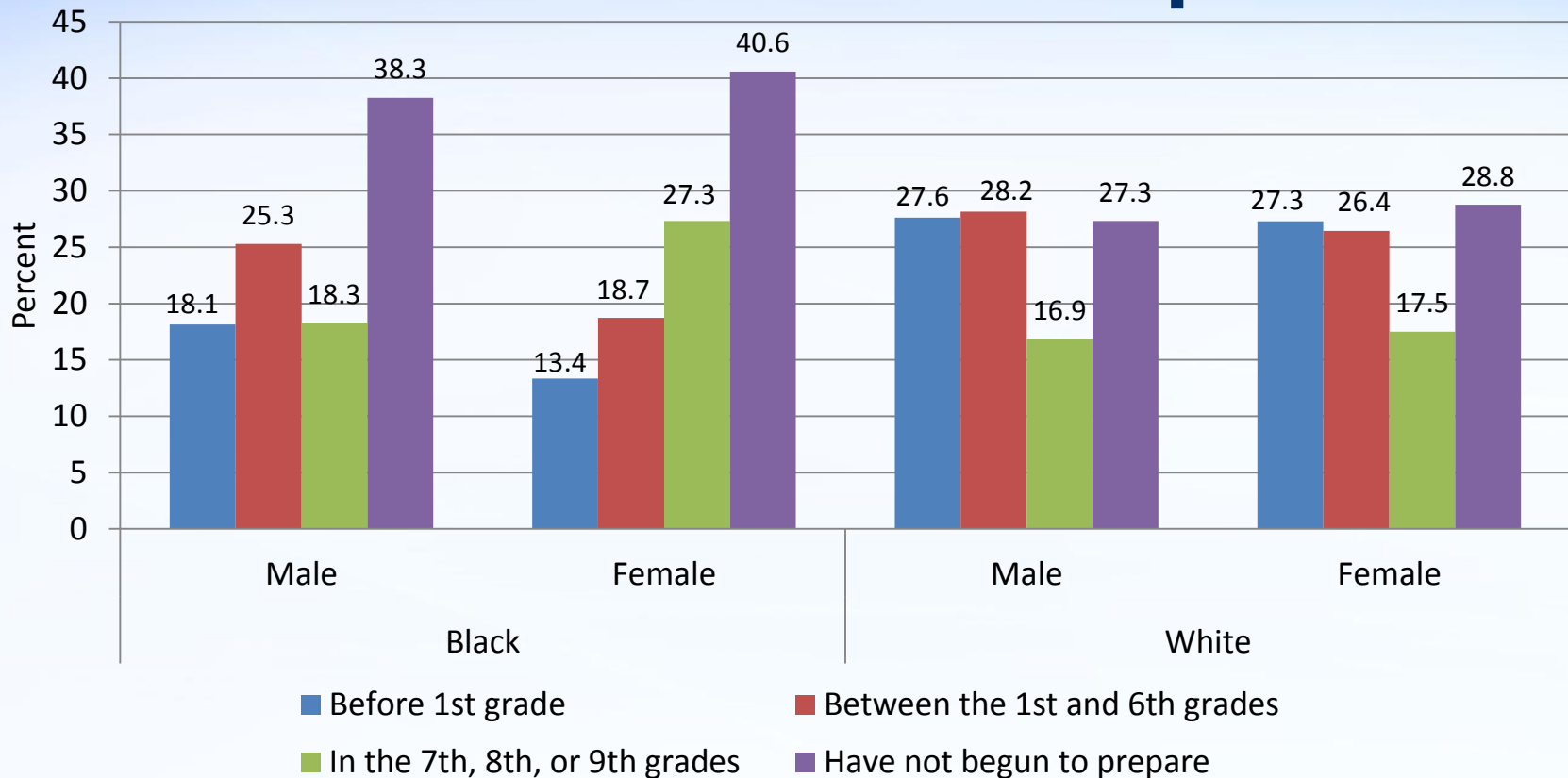
FINANCIAL INDICATORS OF PREPARATION

In 2011, 30 percent of Black males ages 18-24 lived in poverty, compared with 21 percent of White males



Source: U.S. Census Bureau, Current Population Survey 2011, Retrieved from American Fact Finder

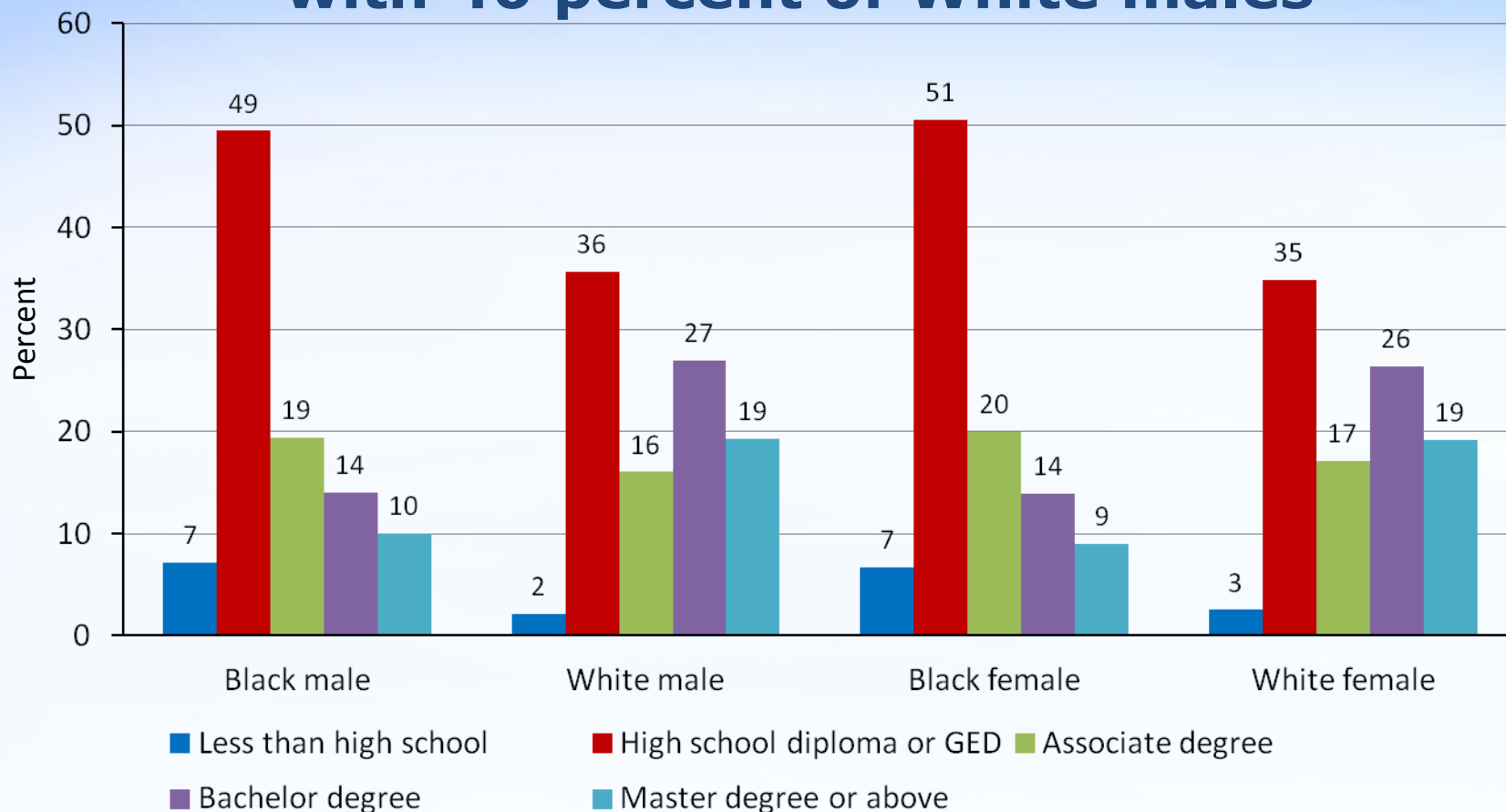
In 2009, White parents tend to begin saving for their children's college education earlier than Black parents do



Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009, (HSLs:09).

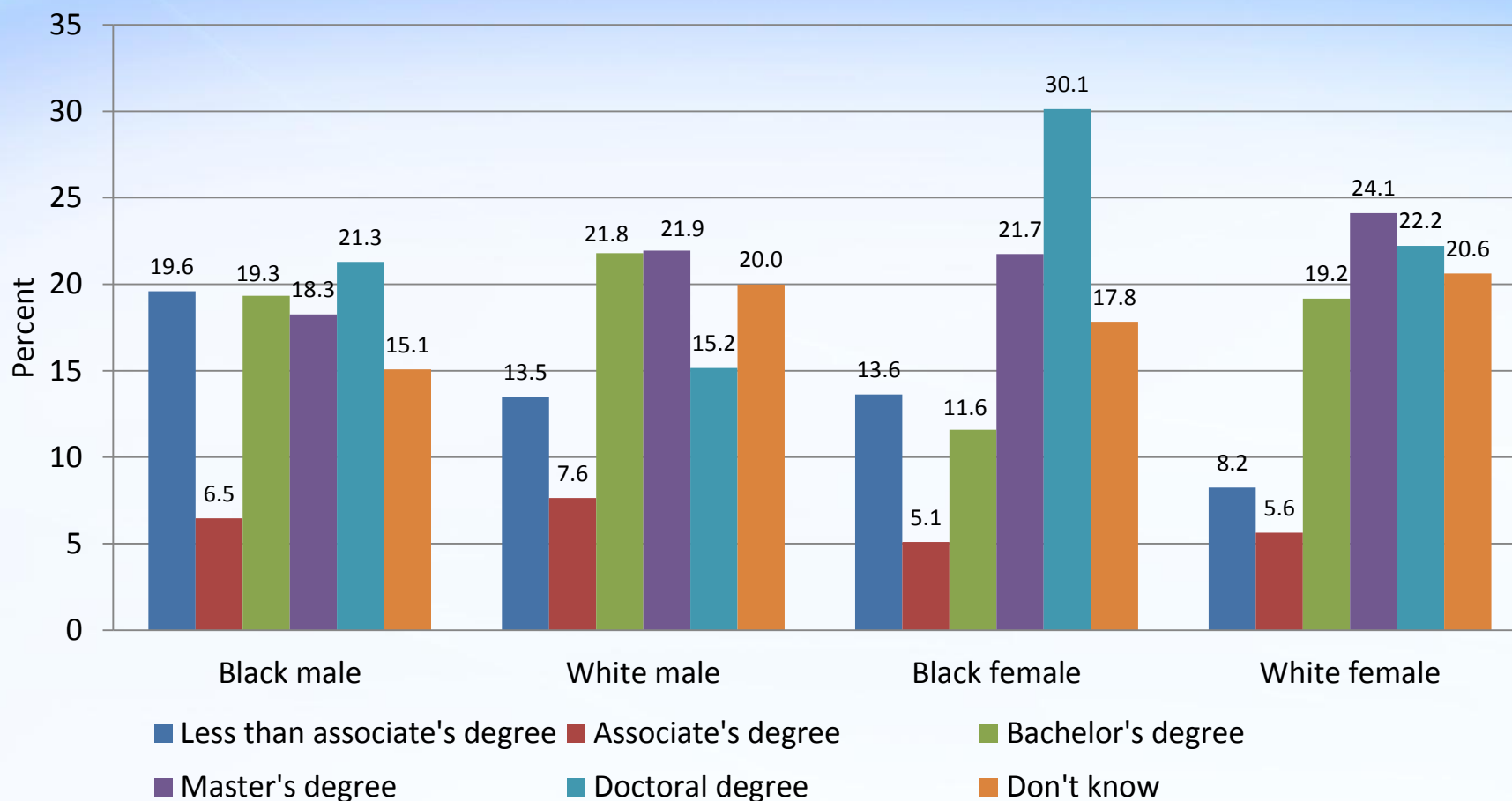
SOCIAL INDICATORS OF PREPARATION

In 2009, 24 percent of Black male 9th graders had a parent with a B.A. or higher, compared with 46 percent of White males



Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study, Base Year Survey (HSLs: 09).

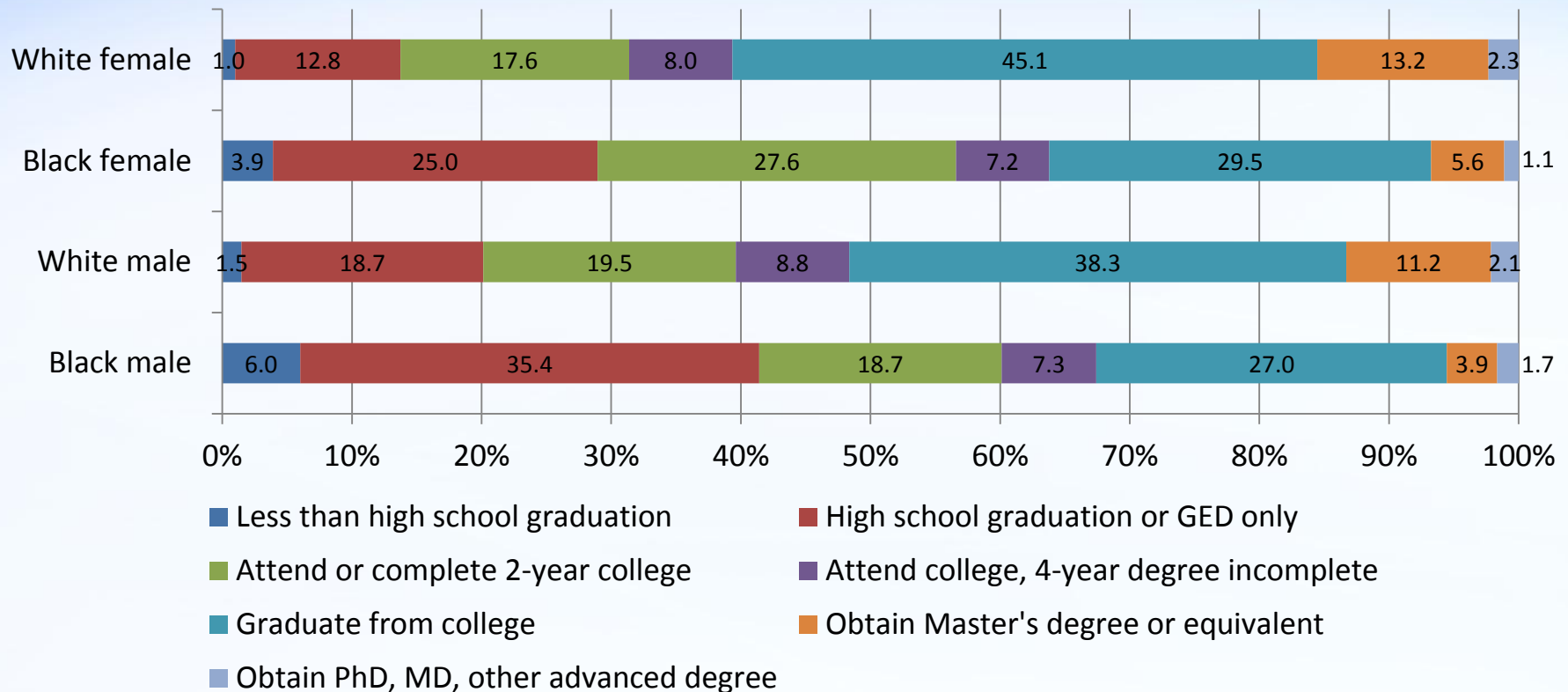
In 2009, more Black 9th graders expect to earn a doctoral degree than do White 9th graders



Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009, Base Year Survey(HSLS:09).

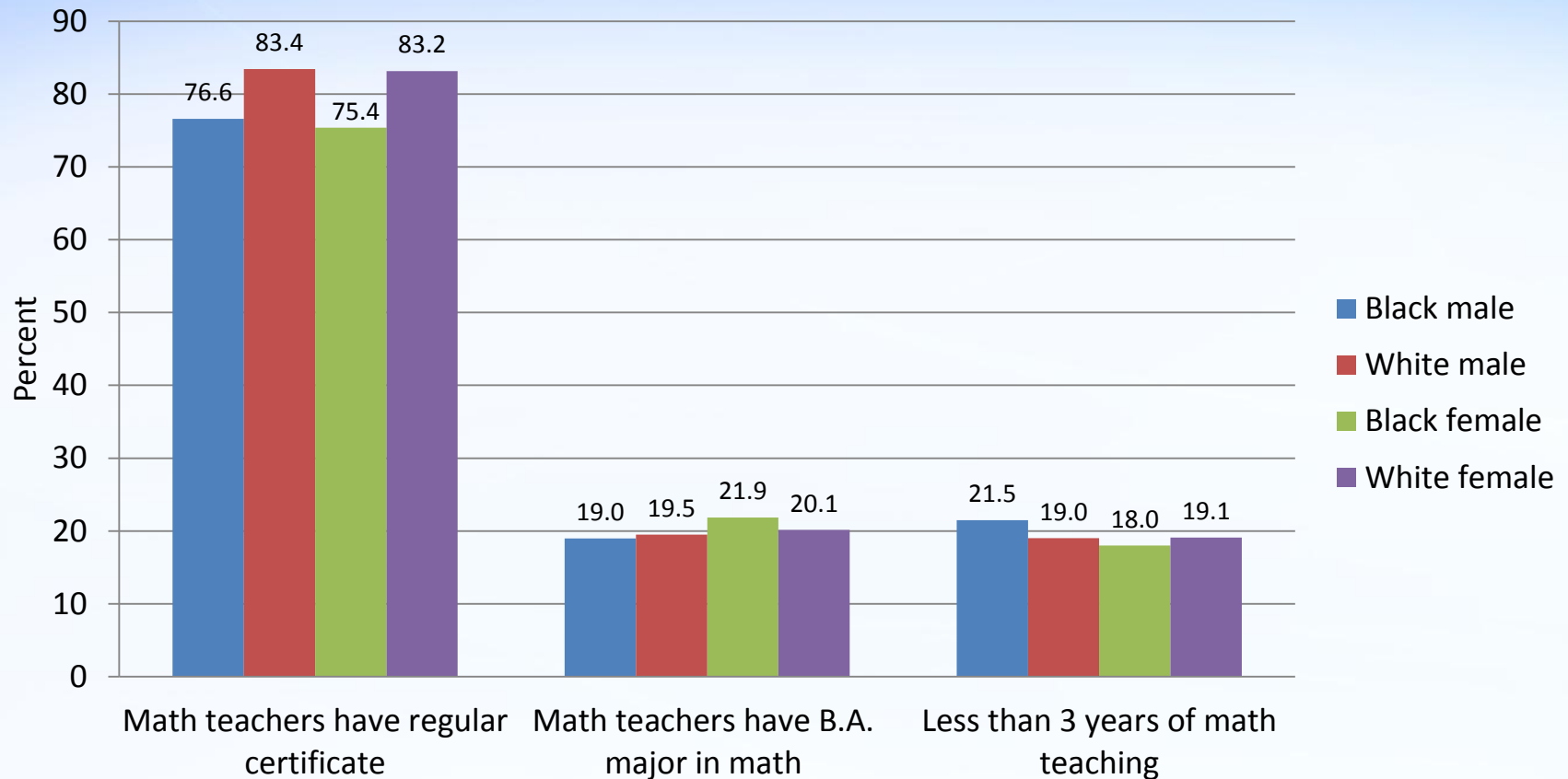
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In 2002, math teachers expected 80 percent of white male sophomores to attain some college or above, but had the same expectations for only 59 percent of black male sophomores



Source: U.S. Department of Education, National Center for Education Statistics, Educational Longitudinal Study (ELS: 02/06).

In 2009, 77 percent of Black male students were taught by math teachers with a certificate, compared with 83 percent of White male students



SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study, 2009 Base Year Survey (HSLs: 09).

POLICY RECOMMENDATIONS

Recommendations to address both the short-term and long-term underachievement and low college-degree attainment of African-American males:

1. Provide African Americans with higher-quality education at all levels, starting with early ages of life and sustaining the focus on developing human capital through college completion. Actions should include the following:
 - The development of high-quality K–12 schools that are on par with the best schools in the nation, where teaching, learning and socialization are the prime indicators of quality.
 - The development and delivery of high-quality curricula for the early years of life (ages birth to 8) that emphasize literacy, numeracy/mathematics, social and emotional development, and executive functioning.

2. Assist African Americans in raising their school performance and preparing to take standardized tests in elementary, middle and high school by introducing the following actions in schools:

- Identify the best available standardized tests and assessments and deliver education programs to African-American communities about the tests, their structures, contents and uses.
- Expose students to high-quality standardized tests regularly, as part of their school curriculum.
- Launch campaigns designed to raise the expectations of students and teachers that African-American males will prepare academically, financially and socially for college, and attend and graduate from college with at least an associate's or baccalaureate degree.

3. Recognize that African-American males are the least-represented group among new entering college cohorts, enrolled students and graduates. College admissions, persistence and completion can be substantially improved through the following actions:

- The establishment of “promise” community initiatives in cities throughout the United States (Kalamazoo, Pittsburgh, Eldorado, Syracuse, New Haven etc.)
- Local communities should encourage African-American students to aim to attend the nation’s selective colleges and universities and vigorously pursue alternative routes to earning higher education credentials.
- Cities should follow the model established by Louisville, Kentucky’s “55,000 Degrees” initiative.
- Public colleges and universities should be offered incentives for successfully recruiting, enrolling and succeeding in graduating adult African-American students.

4. Conduct new high-quality research for improving the quality and effectiveness of education for African-American males. Included among the issues that require the attention of researchers, but for which data and evidence are lacking, are the following:

- How to remove or compensate for the impediments to educational attainment and achievement that result from the poverty and low socioeconomic conditions of African Americans.
- The incentives and resources required to attract adult African-American males back into schools, colleges and universities to put them on track toward earning degrees.
- Replicating and adapting programs and initiatives that are found to be successful with other populations in the United States and abroad.
- The quality of the home and family lives of African-American boys, their communities' encouragement and support for their education and careers, the quality of the education they experience prior to entering school, and the quality of teaching and encouragement they receive throughout their school-age years.

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www.ets.org/s/achievement_gap/index.html